

Ancient History

OCR GCSE in Ancient History J151

OCR GCSE (Short Course) in Ancient History J051

DRAFT

IMPORTANT

Controlled Assessment is stored electronically and moderation samples submitted in their electronic format.

To offer this qualification, centres MUST:

1. Be a registered EDI (Electronic Data Information) user. For more information on EDI please go to the OCR website at www.ocr.org.uk or refer to the Entry Instructions within the Administrative Guide and Entry Procedures (E3) folder.

Basic guidance on the production of electronic Controlled Assessment is provided in Appendix C.

For further guidance on requirements for electronic Controlled Assessment, contact general.qualifications@ocr.org.uk

IMPORTANT	2
1 About these Qualifications	5
1.1 GCSE (Full Course)	5
1.2 GCSE (Short Course)	5
1.3 Qualification Titles and Levels	6
1.4 Aims and learning outcomes	6
1.5 Prior Learning/Attainment	6
2 Summary of Content	7
2.1 GCSE Units	7
2.2 GCSE (Short Course) Units	7
3 Content	8
3.1 Unit A031: <i>The Greeks at War</i>	8
3.2 Unit A032: <i>The Rise of Rome</i>	12
3.3 Unit A033: <i>Women in Ancient Politics</i>	16
3.4 Unit A034: <i>Ancient societies through the study of original sources</i>	20
4 Schemes of Assessment	23
4.1 GCSE and GSCE (Short Course) Scheme of Assessment	23
4.3 Entry Options	25
4.4 Tiers	25
4.5 Assessment Availability	25
4.6 Assessment Objectives	26
4.7 Quality of Written Communication	27
5 Controlled Assessment	28
5.1 The controlled assessment unit	28
5.2 Task setting	28
5.3 Task taking	29
5.4 Task marking	31
5.5 Minimum Requirements for Controlled Assessment	33
6 Technical Information	34
6.1 Making Unit Entries	34
6.2 Terminal Rules	34
6.3 Unit and Qualification Re-sits	34
6.4 Making Qualification Entries	35
6.5 Grading	35
6.6 Result Enquiries and Appeals	36
6.7 Shelf-Life of Units	36
6.8 Guided Learning Hours	36
6.9 Code of Practice/Subject Criteria/Common Criteria Requirements	36
6.10 Prohibited Qualifications and Classification Code	37
6.11 Disability Discrimination Act Information Relating to this Specification	37

Contents

6.12 Arrangements for Candidates with Particular Requirements	37
6.13 OCR repository	38
7 Other Specification Issues	39
7.1 Overlap with other Qualifications	39
7.2 Progression from these Qualifications	39
7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues	39
6.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements	39
6.5 Avoidance of Bias	40
6.6 Language	40
6.7 Key Skills	40
6.8 ICT	40
6.9 Citizenship	41
Appendix A: Grade Descriptions	42
Appendix B: Marking Criteria for Controlled Assessments	43
GCSE Ancient History: Marking Grids for Essay Questions	43
Appendix C: Guidance for the Production of Electronic Controlled Assessment	45

1 About these Qualifications

This booklet contains OCR's GCSE (Short Course) and GCSE specifications in Ancient History for teaching from September 2009.

Ancient History GCSE provides an introduction to the ancient world. It gives candidates the opportunity to study some of the most fascinating characters in western history. These are men and women who have helped to shape the way we see the world, and whose lives have a strong relevance to the modern world. The sources for these characters contain many interesting stories, but the task of the ancient historian is to study these stories and try to separate fact from fiction. The fact that there are limited sources requires the candidate to think carefully about the meaning of each source, and to work to a logical conclusion. The course encourages the disciplined creativity which is so essential for a historian, and which can be applied in all areas of later life.

In each unit there is a choice of options. Candidates study one option from each unit. The content for each option has been arranged with all the set sources for that option listed at the beginning, followed by a section on context which explains the background understanding candidates will need to study the option. The option content is then split into themes, which are explained in detail. The set sources are also listed against the themes for which they are relevant. The set sources for each option relate to the unit content and candidates should be able to demonstrate knowledge of them and use them as evidence for historical events. However, the historical knowledge and understanding specified in the themes for each option may go beyond that covered by the set sources. Candidates are expected to be able to analyse and evaluate the set sources as evidence, and for this reason there is a section at the end of each option on the context of the sources.

1.1 GCSE (Full Course)

From September 2009 the GCSE is made up of 4 mandatory units. Units A031, A032 and A033 are externally assessed, whilst unit A034 is controlled assessment.

1.2 GCSE (Short Course)

The GCSE (Short Course) is both a 'stand-alone' qualification and also half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two year GCSE course.

From September 2009 the GCSE (Short Course) is made up of 2 units; Unit A034 (controlled assessment) and 1 chosen from Units A031, A032 and A033, all of these units are externally assessed. These form 50% of the corresponding GCSE (Full course).

It is possible to convert the GCSE (short course) into the GCSE by taking the remaining two units not already completed and entering for the full course certification code.

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Ancient History.
- OCR GCSE (Short Course) in Ancient History.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4 Aims and learning outcomes

GCSE specifications in classical subjects should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to:

- actively engage in the process of enquiry into the ancient world to develop as effective and independent candidates and as critical and reflective thinkers
- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of the ancient world
- develop an awareness of the conflicting nature of source evidence for the ancient world
- develop and apply analytical and evaluative skills at an appropriate level
- make an informed, personal response to the material studied.

1.5 Prior Learning/Attainment

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

2 Summary of Content

2.1 GCSE Units

To complete the GCSE candidates must study one option from each of the four units.

Unit A031: The Greeks at War

- *Option 1: The Greeks Defend Themselves, 499-479 BC*
- *Option 2: Alexander The Great: 356-323 BC*

Unit A032: *The Rise of Rome*

- *Option 1: The Origins of Rome: The Kings 753-508 BC*
- *Option 2: Hannibal's Invasion and Defeat, 218-146 BC*

Unit A033: *Women in Ancient Politics*

- *Option 1: Cleopatra and her Impact on Roman Politics, 69-30 BC*
- *Option 2: Agrippina the Younger and her Influence on Roman Politics, AD 41-59*

Unit A034: *Ancient societies through the study of original sources*

- *Option 1: Ancient Egypt 3000-1000 BC*
- *Option 2: Ancient Crete: Minoan Civilisation 2000-1400 BC*
- *Option 3: Troy and the Mycenaeans 1450-1100 BC*
- *Option 4: Ancient Persia 630-499 BC*
- *Option 5: The Hellenistic World 323-133 BC*
- *Option 6: The Celts c. 500 BC-AD 500*

2.2 GCSE (Short Course) Units

The GCSE (Short Course) units are identical to the GSCE units. The content summary for both can be found in section 2.1.

To complete the GCSE (Short Course) candidates must study unit A034 and ONE other unit.

3 Content

3.1 Unit A031: *The Greeks at War*

The aim of this unit is to encourage the understanding of key characters in the Greek world, and the Greeks relationship with their neighbours outside Europe in Asia Minor.

Candidates must study for either Option 1 or Option 2.

Option 1: The Greeks Defend Themselves, 499-479 BC

Candidates should have a detailed knowledge of the following set sources.

Herodotus, Book 1, sections 1-5

Herodotus, Book 6, sections 98-118

Herodotus, Book 7, sections 5-7, 23-24, 32-41, 101-104, 138, 206-228

Herodotus, Book 8, sections 78-112

Relief sculpture of Crown Prince Xerxes standing behind King Darius (Oriental Institute of University of Chicago)

Red figure amphora – Metropolitan Museum of Art, NY, Rogers Fund, 06.1021.117

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context

Greek relations with the Persians under Darius and Xerxes

- Expansion of the Persian Empire into Ionia
- Power within the Persian Empire
- The Ionian revolt

Themes

The battle of Marathon

- Connections between the Ionian Revolt and the campaign at Marathon
- Persian preparations for an expedition against Greece in 492 and 490
- The Battle of Marathon: the role of Hippias, the role of the Plataeans and the Spartans, the progress of the battle, reasons for the Persian defeat, the roles of Miltiades and Callimachus.
- The significance of the battle of Marathon for the Athenians and the other Greeks

Set sources:

Herodotus, Book 6, sections 98-118

The battles of Artemisium, Thermopylae, Salamis, Plataea and Mycale, including the relative contributions of different Greek states and the military organisation of the Greeks and Persians

- Reasons for Xerxes' expedition against the Greeks
- The Hellenic League
- The battles at Artemisium, Thermopylae, Salamis, Plataea and Mycale: the course of each battle and reasons for their outcome
- The relative roles of Athens and Sparta in defending the Greeks against the Persians
- Military tactics, armour and weaponry used by the Persians and Greeks in each battle
- The ships of the Greeks and Persians
- Reasons for the failure of Xerxes' expeditions

Set sources:

Herodotus, Book 7, sections 5-7, 23-24, 32-41, 101-104, 138, 206-228

Herodotus, Book 8, sections 78-112

The importance and contribution of key individuals in this period

- Miltiades
- Leonidas
- Themistocles
- Xerxes

Set sources:

Herodotus, Book 7, sections 5-7, 23-24, 32-41, 101-104, 138, 206-228

Herodotus, Book 8, sections 78-112

Sources

Herodotus' qualities as an historian and factors which affect how he writes history

- Herodotus' aims and interests as an historian
- The nature of Herodotus' sources and his use of them
- The role Herodotus ascribes to individuals
- How to evaluate Herodotus as an historian

Set sources:

All the sources set for the this option

Option 2: Alexander the Great, 356-323 BC

Candidates should have a detailed knowledge of the following set sources.

Plutarch *Life of Alexander* 2-9, 31-33, 50-51, 73-77

Diodorus Siculus 16.91-94

Arrian I.11-16

Arrian II.3, II.6-7, II.10-12, II.14-15, II.16-25

Arrian III.7-15

Arrian IV.8-12

Arrian VII.4-5, VII.14, VII.23-26, VII.28-30

Mosaic from the House of the Faun in Pompeii depicting Darius and Alexander at Issus

The Alexander sarcophagus, showing Alexander at the battle of Issus

Herm of Alexander from Hadrian's villa at Tivoli

Bronze sculpture of Alexander on horseback from Herculaneum (copy of Granicus monument)

Silver tetradrachm minted by Lysimachus showing Alexander with horns, Zeus Ammon and Athena

Silver tetradrachm minted by Ptolemy I showing Alexander with elephant scalp headdress

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context

Macedon and the Greeks

- The growth of Macedon as a political and military power in the region
- The battle of Chaeronea and its consequences

Themes

Up-bringing, character, life and death of Alexander

- The murder of Philip and its significance in the life of Alexander
- The character, political and personal influence of Olympias
- Alexander's education and character
- The course of his life, and his relationships with members of the court, including Parmenio, Cleitus, Hephaestion and Antipater
- His death and differing explanations of events surrounding it
- The treatment of Alexander's body after his death
- The deification of Alexander

Set sources:

Plutarch *Life of Alexander* 2-9

Diodorus Siculus 16.91-94

Arrian II.3

Arrian IV.8-12

Arrian VII.4-5

Arrian VII.14

Arrian VII.23-26, VII.28-30

Alexander's campaigns: the reasons for his expeditions, the main battles, the nature of his opponents and cultural aspects

- Reasons for the expedition against Persia, both cultural and political
- The course of his expeditions
- The battles at Granicus, Issus and Gaugamela
- The final campaign in the Indus valley and return to Babylon
- The foundation of the cities called Alexandria and their cultural and political significance

Set sources:

Arrian I.11-16

Arrian II.6-7, II.10-12, II.14-15.

Arrian III.7-15

Developments in the Macedonian army under Philip and Alexander

- The development of the phalanx, weapons and armour
- Alexander's use of siege warfare at Tyre

Set sources:

Arrian I.11-16

Arrian II.6-7, II.10-12, II.14-15.

Arrian II.16-25

Arrian III.7-15

Sources

Arrian and Plutarch as historians and factors which affect how they write history

- The aims and interests of Arrian as a historian
- The aims and interests of Plutarch as a biographer
- Plutarch's sources and his use of them
- Arrian's sources and his use of them

Set sources:

All of the set sources as specified above.

3.2 Unit A032: *The Rise of Rome*

The aim of this unit is to encourage the understanding of the Romans into a powerful force in the development of Europe. Students can either study the origins of Rome herself or how Rome defended herself against the threat from Carthage.

Candidates must study for either Option 1 or Option 2.

Option 1: The Origins of Rome: The Kings, 753-508 BC

Candidates should have a detailed knowledge of the following set sources.

Livy, Preface

Livy 1.3-29, 1.39-40, 1.49-59

Virgil, *Aeneid*, Book 1, 1-11; Book 6, 752-859; Book 8, 626-51

Bronze she wolf with (later addition of) twins from the Capitoline museum

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context

Geography of Rome and the indigenous peoples of Latium	<ul style="list-style-type: none">• The position of Rome, and the advantages of its site for trading and the development of the state• The peoples of Latium and their relationship with the early Romans• Etruscans and Greek city states and their relationship with the early Romans
--	---

Themes

Identity of the Romans; conflicting versions of the origins of Rome	<ul style="list-style-type: none">• The myth of Aeneas and the connection with Troy• The myth of Romulus and Remus• The myth of Evander and Hercules• The Sabines and their connection with Rome
---	---

Set sources:

Livy 1.3-18, 22-29, 1.49-59

Virgil, *Aeneid*, Book 1, 1-11; Book 6, 752-859; Book 8, 626-51

Image of she wolf with twins

The character and reigns of the kings

- The nature of kingship in early Rome and its development under each king
- The character and reign of: Romulus, Numa, Tarquinus Priscus, Servius and Tarquinus Superbus
- The death of Romulus and his subsequent deification

Set sources: Livy, book 1.5-29, 1.39-40, 1.49-59

The constitutional, religious and economic development of the Roman state under the kings

- The establishment of Rome under Romulus
- The development of religion under Numa
- The distinctive nature of the Tarquins and their effect on the development of Rome
- Reasons for the removal of the kings

Set sources: Livy 1.6-16, 19-21, 1.49-59

Sources

Livy and Virgil as sources and factors which affect how they write

- Livy's own statements on his work in the Preface and their significance
- The presentation of foundation myths by Livy and Virgil
- Livy's sources and his use of them
- Attitudes towards kingship in Livy and Virgil's writing

Set sources: All of the set sources as specified above.

Option 2: Hannibal's Invasion and Defeat, 218-146 BC

Candidates should have a detailed knowledge of the following set sources.

Livy: 21. 21-37

Livy: 22.44-52

Livy: 30.27-37

Polybius: 1.1-4

Polybius: 3.50-56, 3.81-89

Plutarch *Life of Fabius Maximus* 5,

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context

Relations between Rome and Carthage under Hasdrubal: Sicily and Spain

- Rivalry of Rome and Carthage over Sicily
- The significance of the 1st Punic war
- The significance of Spain as a Carthaginian base and the conflict at Saguntum
- The Barcids in Carthage, including the status Hamilcar and Hasdrubal

Themes

Hannibal's invasion of Italy, including details of the battles between Rome and Carthage

- Hannibal's invasion of Italy, including the crossing of the Alps
- The battles at Trebia, Trasimene, Cannae and Zama
- The weapons, armour and tactics used by the Carthaginians and Romans

Set sources:

Livy 21.21-37

Livy 22.44-52

Livy 30.27- 37

Polybius 3.50-56

Polybius 3.81.89

Character, role and achievements of key individuals

- Hannibal
- Fabius Maximus
- Scipio Africanus
- The relationship of each of these individuals with their governments and people

Set sources:

Livy 21.3-37

Livy 22.44-52

Livy 30.27- 37

The significance of the conflict against Carthage in the development of Rome

- The shift in power in the Mediterranean as a result of the Roman victory
- The consequences of the Carthaginian defeat for the expansion of Roman trade and the Roman Empire
- The consequences of defeat for Carthage

Set sources: N/A

Sources

Livy and Polybius as historians and the relationship between their works

- Livy's sources and his use of them
- Polybius' sources and his use of them
- Relationship between the works of Livy and Polybius

Set sources: All of the sources as specified above.



3.3 Unit A033: *Women in Ancient Politics*

The aim of this unit is to encourage the understanding of significant women in the ancient world. And an awareness of the difficulties associated with assessing the role of women in this period.

Candidates must study for either Option 1 or Option 2.

Option 1: Cleopatra and her Impact on Roman Politics, 69-30 BC

Candidates should have a detailed knowledge of the following set sources.

Plutarch *Mark Antony*, 24-37, 51-69, 72-86

Suetonius *Julius Caesar* 52

Propertius, 4.6

Horace, *Odes*, 1.37

Virgil, *Aeneid*, 8.678-731

Velleius Paterculus, 2.82-87

Coin of Ptolemy Auletes, British museum

Coin of Cleopatra, with distinctive hairstyle and hooked nose, British museum

Head of Cleopatra as a young woman , British museum

Portrait reliefs of Cleopatra and Caesarion from the British museum

Cleopatra as the goddess Isis from the wall of the temple at Dendera in Upper Egypt, British museum

Silver denarius of 32 BC, with heads of Antony and Cleopatra, British museum

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context

The expansion of Rome into Egypt

- The idea of client kingdoms in the Roman Empire
- The Ptolemies as a dynasty and their position in Egypt at the time of Cleopatra's birth
- Relations between Egypt and Rome in the 60's and 50's B.C.

Themes

Development of Egypt under Ptolemy Auletes and Cleopatra, including her political, domestic and foreign policies

- Civil war in Egypt and Caesar's role in its resolution
- The expansion of Egyptian power under Cleopatra
- The effect of Cleopatra's relations with Rome on the expansion of Egyptian power

Set sources: Ptolemy Auletes

Coin of Cleopatra (4)

Life, character and death of Cleopatra; her accession and relationships with members of the Egyptian Royal household

- Family and Greek heritage of Cleopatra
- The death of Ptolemy Auletes and Cleopatra's accession to power
- Relationship with her brothers as co-rulers
- The character of Cleopatra as presented in Roman and other sources
- Method of Cleopatra's suicide and reasons for her actions

Set sources:

Head of Cleopatra as a young woman (8)
Plutarch *Mark Antony*, 24-37, 51-69, 72-86
Heads of Cleopatra (22 and 25)

Cleopatra's relationships with Julius Caesar and Mark Antony and their political significance

- Cleopatra's initial contact with Julius Caesar, and the development of their relationship, including the significance of Caesarion
- Cleopatra's visit to Rome, its significance and her departure on the murder of Julius Caesar
- The significance of Mark Antony in Roman politics after the murder of Julius Caesar
- The development of the relationship between Mark Antony and Cleopatra and its political significance for both Rome and Egypt
- The battle of Actium and its significance

Set sources:

Velleius Paterculus, 2.82-87
Propertius, 4.6
Horace, *Odes*, I.37
Virgil, *Aeneid*, 8.678-731
Plutarch *Mark Antony*, 24-37, 51-69, 72-86
Suetonius *Caesar* 52
Reliefs of Cleopatra & Caesarion (9)
Antony and Cleopatra on coin (23 and 28)

Sources

The nature of the sources on Cleopatra and the manipulation of her image under Augustus

- The political manipulation of the image of Cleopatra in Augustan poetry
- Plutarch and Suetonius as biographers and their reliability as historical sources
- Roman attitudes towards the East and their impact on the sources

Set sources:

All the set sources as specified above.

Option 2: Agrippina the Younger and her Influence on Roman Politics, AD 41-AD 59

Candidates should have a detailed knowledge of the following set sources.

Tacitus *Annals* 12.1-9, 12.22- 27, 12.37, 12.41-42, 12.58, 12.64-69

Tacitus *Annals* 13. 1-5, 13.15-17

Tacitus *Annals* 14.1-12

Suetonius *Claudius* 26, 29, 43-5

Suetonius *Nero* 7, 9, 28, 33-35, 52

Cameo depicting Claudius and Agrippina and Germanicus and Agrippina the Elder.

Sestertius showing Agrippina and her sisters

Tetradrachma showing Agrippina and Claudius

Aureus showing Nero and Agrippina

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context

Agrippina's upbringing and the influence of the Imperial family

- The significance of Germanicus
- The character of the elder Agrippina
- Relationships within the imperial family

Themes

The nature of the imperial court during Agrippina's lifetime: the role of the emperor, senators, members of the imperial family and freedmen

- The nature of the imperial court under Claudius and Nero
- The role and influence of freedmen under Claudius and Nero
- The relationship between the Emperor and the Senate under Claudius and Nero

Set sources:

Tacitus *Annals* 12.8-9, 12.22, 12.25-27, 12.37, 12.41-42

The lives and characters of Agrippina, Claudius and Nero

- Agrippina's character
- Claudius' nature as an emperor; his reliance on his wives and freedmen
- Claudius' death and reasons for his murder
- The roles of Seneca and Burrus in Nero's early years as emperor
- Nero's character in his early years as emperor
- Nero's attempts to step clear of controlling influences
- The various attempts on Agrippina's life and the reasons for them

Set sources:

Tacitus *Annals* 12. 64-69

Tacitus *Annals* 14.1-12

Suetonius *Claudius* 29, 43-5

Suetonius *Nero* 35

The Influence of Agrippina on Roman politics during the reigns of Claudius and Nero

- Claudius' relationship with Agrippina and its impact on his reign
- Agrippina's role in the appointment of Seneca and Burrus
- Agrippina's role in the appointment of Nero as emperor
- Agrippina's role in the early years of Nero's reign, including her attempts to make herself a partner in his rule
- Agrippina's relationship with Nero and its political significance
- Agrippina's relationship with the Imperial Court and freedmen, and its political significance

Set sources:

Suetonius *Claudius* 26, 29, 43; *Nero* 28, 33-5;

Tacitus *Annals* 12.1-9, 58, 64-69

Tacitus *Annals* 13. 4-5, 13.15-17

Tacitus *Annals* 14.2-3

Suetonius and Tacitus' aims and interests

- Suetonius as a biographer; the nature of his sources and writing
- Tacitus as an historian, the nature of his sources and writing
- The relationship between the works of Tacitus and Suetonius
- Roman attitudes to the involvement of women in politics and their impact on the sources

Set sources:

Tacitus *Annals* 1.1-3

All the set sources as specified above.

3.4 Unit A034: *Ancient societies through the study of original sources*

The aim of this unit is to encourage candidates to actively engage in enquiring into the ancient world and develop skills necessary for effective and independent analysis and evaluation of historical events and sources. Candidates study one out of a choice of six ancient societies through evidence provided by source material.

Each ancient society should be studied in relation to the themes specified below, using appropriate original source material. Guidance on appropriate original source material is provided in the Ancient History GCSE resource list.

This unit is assessed through controlled assessment. Each year, one task will be set for each option. Each task will relate to one of the themes specified for that option.

For more information on controlled assessment please see sections 4 and 5 of this specification.

Option 1: Ancient Egypt 3000-1000 BC

Candidates should have a basic understanding of the historical and cultural background of Ancient Egypt during the period specified, in order to be able to study the themes below in context.

Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the reigns and characters of individual pharaohs: Khufu (Cheops), Akhenaten, Hapshetsut, Rameses II
- the technological achievements: pyramids, temples, tombs, cities
- the nature of religion and its importance in society and culture
- Egyptian life-style and culture in art: painting, sculpture, pottery, and metalwork
- warfare and military campaigns of the pharaohs
- the economic and political influence of Egypt in the Eastern Mediterranean

Option 2: Ancient Crete: Minoan Civilisation 2000-1400 BC

Candidates should have a basic understanding of the historical and cultural background of Ancient Crete during the period specified, in order to be able to study the themes below in context.

Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the economic and political influence of the Minoans in the Aegean and beyond
- the political and social organisation of Minoan society
- the technological achievements: buildings and artefacts; the palaces, settlements, cities
- Minoan culture and life-style in art: painting, sculpture, pottery and metalwork
- religion and its importance in society and culture
- the decline of Minoan civilisation

Option 3: Troy and the Mycenaeans 1450-1100 BC

Candidates should have a basic understanding of the historical and cultural background of Troy and Mycenae during the period specified, in order to be able to study the themes below in context. Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the expansion of Mycenaean power in the Aegean and beyond
- the nature and development of the social and political structures
- the technological achievements: buildings and artefacts; the palaces, settlements
- Mycenaean culture and life-style in art: painting, sculpture, pottery and metalwork
- religion and its importance in society and culture
- Mycenaean warfare: the presentation of Troy and Mycenae in art and literature

Option 4: Ancient Persia 630-499 BC

Candidates should have a basic understanding of the historical and cultural background of Ancient Persia during the period specified, in order to be able to study the themes below in context.

Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the nature and development of the Persian Empire
- the reigns and characters of individual kings: Cyrus, Cambyses, Darius
- the technological achievements: buildings and artefacts; the palaces, settlements, cities
- Persian society and culture in art: painting, sculpture, pottery and metalwork
- religions in Persia: Zoroastrianism, Mithraism; their importance in Persian society and culture
- Persian warfare and military campaigns

Option 5: The Hellenistic World 323-133 BC

Candidates should have a basic understanding of the historical and cultural background of the Hellenistic kingdoms during the period specified, in order to be able to study the themes below in context.

Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- The succession to Alexander and the formation of Hellenistic kingdoms and monarchies
- Hellenistic monarchs: the role of the Hellenistic monarch; the reigns and characters of individual monarchs
- technological and scientific developments
- the nature of Hellenistic culture: literature, philosophy, art: painting, sculpture, pottery and metalwork
- the nature of the Hellenistic city: Alexandria, Pergamum, Athens
- the nature of Hellenistic warfare

Option 6: The Celts c. 500 BC- AD 500

Candidates should have a basic understanding of the historical and cultural background of the Celts during the period specified, in order to be able to study the themes below in context.

Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the early development and expansion of the Celts from Northern Germany and the developments of Celtic 'societies' in Gaul, Britain and Iberia
- the structure of society: political, social and economic
- the importance of religion and mythology in Celtic culture
- Celtic society and life-style in art: sculpture, pottery and metalwork
- the nature of warfare
- the impact of foreign ideas: Romanisation and Christianity

4 Schemes of Assessment

4.1 GCSE and GSCE (Short Course) Scheme of Assessment

GCSE Ancient History J151 /J051

For the GCSE candidates must take all four units.

For the GCSE (short course) candidates must take unit A034 and any one other unit.

Unit A031: *The Greeks at War*

25% of the total GCSE marks
(50% of the total GCSE Short Course marks)

1 hr 15 minutes written paper

Section A total: 50 marks

Section B total: 30 marks

Unit total: 80 marks

There are **two** options. Candidates answer questions on **either** option 1 **or** option 2.

Each option has **two** sections: Section A and Section B

Section A: Candidates answer all three questions on their chosen topic.

Question 1 factual question on an aspect of the period

Question 2 first set source passage, with questions based on the passage requiring knowledge, explanation and evaluation

Question 3 second set source passage, with two questions, requiring selection, understanding, interpretation and evaluation in the light of historical knowledge and knowledge of other sources.

Section B: Candidates answer **one** essay, from a choice of two titles, requiring demonstration of historical knowledge and understanding, selection of appropriate material, evaluation and analysis of sources.

This unit is externally assessed. All Assessment objectives are assessed in this unit

Unit A032: *The Rise of Rome, 753-508BC*

25% of the total GCSE marks
(50% of the total GCSE Short Course marks)

1 hr 15 minutes written paper

Section A total: 50 marks

Section B total: 30 marks

Unit total: 80 marks

There are **two** options. Candidates answer questions on **either** Option 1 **or** Option 2.

Each option has **two** sections: Section A and Section B.

Section A: Candidates are answer all three questions on their chosen option.

Question 1 factual question on an aspect of the period

Question 2 first set source passage, with questions based on the passage requiring knowledge, explanation and evaluation

Question 3 second set source passage, with two questions, requiring selection, understanding, interpretation and evaluation in the light of historical knowledge and knowledge of other sources.

Section B: Candidates answer **one** essay, from a choice of two titles, requiring demonstration of historical knowledge, selection of appropriate material, evaluation and analysis of sources.

This unit is externally assessed. All Assessment objectives are assessed in this unit

Unit A033: *Women in Roman Politics*

25% of the total GCSE marks
(50% of the total GCSE Short Course marks)

1 hr 15 minutes written paper

Section A total: 50 marks
Section B total: 30 marks
Unit total: 80 marks

There are **two** options. Candidates answer questions on **either** Option 1 **or** Option 2.

Each option has **two** sections: Section A and Section B.

Section A: Candidates answer all three questions on their chosen option.

Question 1 factual question on an aspect of the period

Question 2 first set source passage, with questions based on the passage requiring knowledge and explanation and evaluation

Question 3 second set source passage, with two questions, requiring selection, understanding, interpretation and evaluation in the light of historical knowledge and knowledge of other sources.

Section B: Candidates answer **one** essay, from a choice of two titles, requiring demonstration of historical knowledge, selection of appropriate material, evaluation and analysis of sources.

This unit is externally assessed. All Assessment objectives are assessed in this unit

Unit A034: *Ancient Civilisations through the study of original sources*

25% of the total GCSE marks
(50% of the total GCSE Short Course marks)

Controlled Assessment
2000 word task
Unit total: 80 marks

There are **six** options for controlled assessment. There will be **one** task set on **each** option. Candidates complete **one** task under controlled conditions.

Tasks:

- Tasks will be produced by OCR and will be changed each year. Tasks will be published on OCR interchange on 1st June for submission the following May.
- **Candidates will not be permitted to submit a previous year's task for assessment in subsequent years.**
- Tasks will take the form of essay questions and will require candidates to analyse and evaluate original sources in order to investigate a particular aspect of the civilisation studied in each option.
- Each question will relate to one of the themes specified for the option on which it is set.
- **The wording of questions must not be changed by centres, but the broad nature of the questions will allow the use of a wide range of resources, so that centres can use whatever appropriate resources they have available.**
- Further guidance on resources will be available from the Ancient History GCSE resources list, which will be published on the OCR website.

This Unit is internally assessed. All assessment objectives are assessed.

Please see section 5 for more information about controlled assessment.

4.3 Entry Options

GCSE (Short Course) candidates must be entered for unit A034 and one other unit (A031, A032 or A033).

GCSE candidates must be entered for all 4 units (A031, A032, A033, A034).

Candidates must be entered for certification to claim their overall grade. All candidates should be entered under the following certification codes:

OCR GCSE in Ancient History – J151

OCR GCSE (Short Course) in Ancient History – J051

4.4 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.5 Assessment Availability

There is one examination series each year, in June.

In 2010 onwards, both Short Course units and Full Course GCSE units will be assessed.

4.6 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Recall, Select and Organise

Recall, select and organise relevant knowledge of historical events and sources

AO2 Understanding

Demonstrate an understanding of historical events and sources

AO3 Interpretation and Evaluation

Interpret, evaluate and respond to historical events and sources

AO weightings – GCSE

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A031: <i>The Greeks at War</i>	8.75	7.5	8.75	25%
Unit A032: <i>The Rise of Rome</i>	8.75	7.5	8.75	25%
Unit A033: <i>Women in Roman Politics</i>	8.75	7.5	8.75	25%
Unit A034: <i>Ancient societies through the study of original sources</i>	8.75	7.5	8.75	25%
	35	30	35	100%

AO weightings – GCSE (Short Course)

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE (Short Course)			Total
	AO1	AO2	AO3	
Unit A031 or Unit A032 or Unit A033	17.5	15	17.5	50%
Unit A034: <i>Ancient societies through the study of original sources</i>	17.5	15	17.5	50%
	35	30	35	100%

4.7 Quality of Written Communication

Quality of written communication is assessed in all units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- present information in a form that suits its purpose;
- use a suitable structure and style of writing.

Quality of written communication is assessed in Section B for the examined units A031, A032 and A033 and throughout the controlled assessment task for unit A034.

5 Controlled Assessment

5.1 The controlled assessment unit

Unit A034 has been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment section includes more detail and specific requirements.

5.2 Task setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks. One controlled assessment task will be available from OCR for each of the six options within the controlled assessment unit. These tasks will be changed every year. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

5.2.2 Using controlled assessment tasks

Centres can choose from the six tasks offered by OCR each year. Each candidate must complete one task, it is not compulsory for all candidates from any one centre to complete the same task, but it is acceptable for them to do so. These tasks have been written to allow centres to contextualise the task to best suit their centre specific circumstances.

The wording of controlled assessment tasks should not be changed by centres, however each task has been written to allow the use of a wide range of resources, and centres can use whatever appropriate resources are available to them. When considering appropriate resources centres should not put at risk the opportunity for candidates to meet the Assessment Criteria, including the opportunity to gain marks at the highest level.

The same OCR controlled assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment tasks as guidance.

5.3 Task taking

5.3.1 The OCR approach

For GCSE in Ancient History task taking has been divided into two categories; research/data collection and analysis and evaluation of findings. OCR will assume a limited level of control for research/data collection and a high level of control for analysis and evaluation of findings. The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

5.3.2 Definitions of the controls

Research/data collection – limited control

- (a) **Authenticity control:** Candidates may research the task set without direct supervision. They should keep a record of all sources used as when they come to the analysis and evaluation of findings section of task taking, they will need to be able to be able to provide acknowledgement and referencing of all sources used.
- (b) **Feedback control:** Candidates can be given support and guidance during the research/data collection phase of task taking. Centre staff can explain the task, advise on how the task could be approached, advise on resources and alert the candidate to key points that must be included in their evaluation and analysis of findings (such as inclusion of original sources, interpretation and evaluation of those sources and full referencing of all sources used).
- (c) **Time control:** There is no time limit imposed by OCR to complete the research/data collection element of the assessment tasks as specified within this unit.
- (d) **Collaboration control:** The work of individual candidates may be informed by working with others during the research/data collection stage of task completion.
- (e) **Resource control:** Candidates' access to resources is limited by those available to the centre. Candidates may have access to the internet during research/data collection.

Analysis and evaluation of findings – high control

- (a) **Authenticity control:** Candidates will complete all work for assessment under direct supervision by an appropriate member of centre staff (for example teacher, librarian etc.). The member of staff must be able to authenticate the work and must insist that all sources are acknowledged and referenced.
- (b) **Feedback control:** Candidates should not be given any feedback during analysis and evaluation of findings.
- (c) **Time control:** There is no time limit imposed by OCR to complete the research/data collection element of the assessment tasks as specified within this unit. There is a word limit of 2000 words. Candidates should be given enough time that they are able to complete the task.
- (d) **Collaboration control:** Candidates must complete analysis and evaluation of findings separately.
- (e) **Resource control:**

During analysis and evaluation candidates should have access only to the notes they have made during the research/data collection phase of task taking.

It is the responsibility of the centre to ensure that these are research notes and do not include a draft or final version of the task, as the analysis and evaluation of findings must be completed under supervised conditions.

If candidates complete analysis and evaluation in several separate sessions, it is the responsibility of the centre to ensure that each time candidates save the work, and that they do not add to this until the next supervised session.

If candidates are completing the evaluation and analysis of findings using a computer, the centre must ensure that they do not have access to e-mail or to the internet, or to any notes other than the notes they made during research/data collection.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in this specification and in all the controlled assessment documents are imposed.

5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete the task. The task can be completed over several separate sessions. It is the responsibility of the centre to ensure that all work on the evaluation and analysis of findings is completed with a high level of control under formal supervision.

Each candidate must produce individual and authentic evidence for the task they are completing.

Centre staff may give support and guidance to candidates during the research/data collection stage. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail. Candidates should not produce drafts during the research/data collection phase of task completion, and centre staff should not give candidates further guidance during the evaluation and analysis of findings phase of task completion.

Candidates may use information from any relevant source to help them with producing evidence for the task.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of controlled assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:

centre number;
centre name;
candidate number;
candidate name;

specification code and title;
assignment title.

Work submitted on paper for moderation or marking must be securely held together. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

5.4 Task marking

5.4.1 The OCR approach

For GCSE in Ancient History OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessed tasks will be marked by the centre assessor(s) using OCR marking grids and guidance, and moderated by the OCR appointed moderator. For this GCSE in Ancient History external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is required.

5.4.2 Applying the assessment criteria

The starting point for marking the tasks is the Marking Grid for the controlled assessment unit. This contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

5.4.3 Use of ‘best fit’ approach to marking grids

The assessment task for the controlled assessment unit must be marked by the teacher according to the given marking criteria within the relevant unit using a ‘best fit’ approach. For each of the assessment objectives/criteria, one of the five descriptors provided in the marking grid for each assessment objective, that most closely describes the quality of the work being marked, should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate’s work *convincingly* meets the statement, the highest mark should be awarded;
- Where the candidate’s work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;
- Where the candidate’s work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is ‘the best one could expect from candidates working at that level’. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for adequately

'met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective will be entered. The final mark for the candidate for each unit is out of a total of 80 and is found by totalling the marks for each of the marking objective/criteria strands.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout their research/data collection, but they must be supervised during production of analysis and evaluation of findings. The teacher/course tutor must exercise sufficient supervision that they are confident that the notes produced during research data collection are the only resource candidates have access to during analysis and evaluation, in order to be in a position to judge the authenticity of the candidate's work.

Wherever possible during research/data collection, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to provide general feedback and to judge the authenticity of the work produced during the evaluation and analysis of findings.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

Information on process

All controlled assessment tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for

each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

5.5 Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for controlled assessments.

It is essential that unit entry codes are quoted in all correspondence with OCR. See Section 4.1 for unit entry codes.

For Unit A034 candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same session.

Unit code	Component code	Submission method	Unit titles
A034	/01	<i>OCR-repository</i>	Controlled Assessment
	/02	<i>Postal moderation</i>	

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

Candidates may enter for the qualifications an unlimited number of times.

6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessments. If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification J151.
- GCSE (Short Course) certification J051.

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

Short Course GCSE and GCSE certification is available from June 2010.

6.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A*-G. Units are awarded a* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/80.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade									
		a*	a	b	c	d	e	f	g	u	
25%	80	72	64	56	48	40	32	24	16	0	

Candidate's uniform marks for each module are aggregated and grades for the specification are generated on the following scale.

Qualification	Qualification Grade									U
	Max UMS	A*	A	B	C	D	E	F	G	
GCSE	320	288	256	224	192	160	128	96	64	0
GCSE (Short Course)	160	144	128	112	96	80	64	48	32	0

Awarding Grades

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25% within the Full Course, the Short Course will be weighted at 50% for the written papers and 50% for controlled assessment.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

6.6 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquiries on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8 Guided Learning Hours

GCSE Ancient History requires 120-140 guided learning hours in total.

GCSE (Short Course) Ancient History requires 60-70 guided learning hours in total.

6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the current *GCSE, GCE, GNVQ and AEA Code of Practice* as available from the QCA website and *The Statutory Regulation of External Qualifications 2004*. Currently there are no subject criteria for GCSE Ancient History, it is however being aligned to the criteria for Classical Subjects.

6.10 Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title Ancient History in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for these specifications is [xxxx]. (awaiting information from QCA)

6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Candidates with a visual impairment may find this subject difficult to access fully.

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR repository

The OCR-repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE Ancient History unit A034 can be submitted electronically: please check Section 6.1 for component entry codes for the OCR-repository.

More information on the OCR-repository can be found in Appendix C: Guidance for the Production of Electronic Assessment.

DRAFT

7 Other Specification Issues

7.1 Overlap with other Qualifications

There is no significant overlap between the content of these specifications and those for other GCSE qualifications.

7.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offers opportunities in all units and options, which can contribute to an understanding of these issues by:

- Presenting the study of societies and cultures that are alien to the candidate's own, and of their moral and ethical values and religious beliefs.
- Promoting awareness of aspects of human life other than the physical and material
- Revealing the moral and ethical issues involved in acts of war and violence, and underlining the responsibility of individuals and societies for such acts
- Investigating techniques of persuasion and the way in which moral and ethical issues may become obscured in political argument
- Fostering understanding of the difficulty of applying notions of 'proof' or 'certainty' to the study of past events, and of the provisional nature of historical judgments.

6.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

There are no sustainable development issues or health and safety considerations in these specifications.

6.5 Avoidance of Bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

6.6 Language

These specifications and associated assessment materials are in English only.

6.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A031	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A032	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A033	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A034	✓	✓			✓	✓			✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

6.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Ancient History.

6.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

Within all the options of this specification candidates study ancient civilisations and learn about their religious, moral, ethical, social and cultural values. This provides candidates, through the comparison of these values with those of society today, with opportunities to:

- experience, appreciate and relate to cultures far removed from their own
- explore and discuss with others spiritual issues and religious beliefs
- express personal views on moral and ethical issues
- analyse the conduct of individuals and societies
- explore notions of family, community, and society, and their impact on individuals and groups

The study of the history of other cultures helps candidates to develop the skills of enquiry and communication, by providing opportunities to

- research historical, political, social and cultural issues from a variety of sources
- express, justify and defend orally and in writing personal opinions about such issues
- contribute to group and exploratory class discussions.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade A

Candidates recall, select and organise relevant and detailed knowledge of the ancient world. They demonstrate a thorough understanding of significant events, issues, individuals, ideas and social and political movements in the ancient world.

They demonstrate a thorough understanding of the conflicting nature of historical evidence.

They evaluate, interpret and construct an informed personal response to original source material.

They interpret, analyse and evaluate evidence in depth to reach reasoned and substantiated conclusions.

Grade C

Candidates recall, select and organise relevant and sound knowledge of the ancient world. They demonstrate a sound understanding of significant events, issues, individuals, ideas and social and political movements in the ancient world.

They demonstrate a sound understanding of the conflicting nature of historical evidence.

They evaluate, interpret and offer an informed personal response to original source material.

They interpret and analyse evidence to draw relevant conclusions.

Grade F

Candidates recall, select and organise limited knowledge of the ancient world. They demonstrate some understanding of significant events, issues, individuals, ideas and social and political movements in the ancient world.

They demonstrate some understanding of the conflicting nature of historical evidence.

They offer a personal response at a basic level to original source material.

They select and use evidence to draw simple conclusions.

Appendix B: Marking Criteria for Controlled Assessments

GCSE Ancient History: Marking Grids for Essay Questions

	AO1 (Select and organise relevant knowledge of historical events and sources)	AO2 (Demonstrate an understanding of relevant events and sources)	AO3 (Interpret, evaluate and respond to historical events and sources)
Level 5 Thorough	22-28 Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.	20-24 Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question	22-28 Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.
Level 4 Sound	17-21 Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound , relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	14-19 Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question	17-21 Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.
Level 3 Some	11-16 Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.	10-13 Answers show some understanding of issues, events, and sources relevant to some of the question	11-16 Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.

Level 2 Limited	6-10 Answers contain limited knowledge of the events, sources and issues relevant to parts of the question. There is limited evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	4-9 Answers show limited understanding of events and sources.	6-10 Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.
Level 1 Minimal/ None	0-5 Answers contain minimal or no knowledge of events, sources and issues. Information that has been included is disorganised and has minimal or no relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.	0-3 Answers show minimal or no understanding of events or sources.	0-5 Answers offer a minimal personal response, without reference to evidence, or no response.

Appendix C: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment task in unit AO34 comprises one task. Candidates may submit images that form part of the evidence for the task. The task and any supporting evidence, such as images, form the Controlled Assessment portfolio, stored electronically.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code AO34, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions).

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents. Supporting evidence or references may take the form of digital photos and/or digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Word processed documents or PowerPoint presentations must be converted to HTML or PDF formats before submission. OCR will not accept compressed (zipped) file formats. Where new formats become available that might be acceptable, OCR will provide further guidance.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

HTML (*html, *htm)

XML (*xml)

CSS (*css)

XSL (*xsl/*xslt)

Text formats

PDF (.pdf)

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.